

# Inculcation of Religion Values in Physical Education Learning for Elementary School in Makassar

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**Abstract**—Planting religious values in elementary school students is a part of human resource development. There are various ways that can be used by subject teachers to plant these values. Therefore, this study aims to learn about planting religious values in physical education learning in elementary school. The focus of the study was at Nurul Fikri Makassar Integrated Islamic Elementary School. The researcher used a qualitative method using an interview guideline instrument. Moreover, study informants are four physical education teachers as the main object in planting religious values. The results of the study show that the inculcation of religious values in learning physical education is carried out through three stages of the learning process, namely planning, implementation, and evaluation. The method used in instilling Islamic religious values is the method of habituation, exemplary, and storytelling. While the aspects invested in learning physical education include aspects of aqeedah, worship, and morality, all of which will give birth to the values of honesty, justice, responsibility, and sportsmanship.

**Keywords**—Islamic religious values, learning processes, methods of planting values

## I. INTRODUCTION

Education is recognized as a future investment in the life of the Indonesian people. Education becomes a vehicle for development, empowerment, the potential for domestic children to become a generation of quality [1], [2]. Educational institutions are a means of shaping the personality and moral behavior of children as well as a defense for children to avoid the negative entanglement of globalization. Therefore, educational institutions in addition to developing the academic potential of students are also required to develop skills in thinking creatively and independently and can shape Indonesian people who have personality, morality, faith, and fear of Allah.

Facts in Indonesia show that many Islamic schools face challenges or obstacles in instilling Islamic principles and values into teaching subjects [3]. At present most schools carry out patterns of planting religious values on the domain of cognition and tend to display religion as a set of indoctrinated-normative formulas. As a result, the reading material to support the domain is limited to textbooks. Whereas the efforts to cultivate religious values are not just about the dimension of trust, but more than that is the dimension of culture. A student is considered to have succeeded in following religious education when he has

mastered some learning materials and able to answer exam questions. The success of students in religious education should also be measured by their appreciation of religious values reflected in their attitudes and behavior. The reflection appears in daily activities such as discipline in worship, noble character, being honest, patient, sincere and helpful [4], [5].

Religion must be displayed in historical, contextual and actual performance. Religious values can be presented through experiences and life stories that express religious behavior. Based on this context, the learning process aims to cultivate values by internalizing religious values. The model can take the form of habituation or example [6].

One of the institutions of Islamic education in the city of Makassar, namely the Integrated Islamic School Nurul Fikri Makassar has implemented religious values-based education in the learning process. In physical education subjects with classroom learning programs and exercises outside the classroom, planting religious values in students also takes place. This study elaborates on the process of planting religious values on physical education subjects. This can be the basis for the development of learning models for character education and religious education in elementary schools.

## II. RESEARCH METHOD

The type of study used is qualitative with a descriptive approach. This study was conducted at SDIT Nurul Fikri Makassar (Islamic Primary School). Informants or resource persons are those who know best about what the researchers want to know, or those who make it easier for researchers to explore the object / social situation under study. Therefore, the researcher chose four physical education teachers as informants. Qualitative data analysis is carried out with the stages of organizing data, grouping data and making syntheses to find patterns according to the research objectives.

## III. RESULTS

Based on information obtained by researchers through interviewing techniques, this study describes two parts of religious values encapsulation, namely the model of its implementation and religious values.

### A. Implementasi of Inculcation in Learning

The results of interviews with informants found that the purpose of learning physical education is to develop the potential of children through physical activity, improve abilities and basic movement skills, and form a positive attitude and develop the mental, social, emotional, intellectual and health. Specifically, this subject aims to:

- Spur the physical growth (body weight and height) and stimulate the development and activity of the system: blood circulation, digestion, breathing, and nerve.
- Improve skills in carrying out physical activity activities and have a positive attitude towards the importance of passing on physical activities.
- Instill values - values of discipline, sportsmanship, and tolerance.

Planting religious values is contained in three stages of learning, namely planning, implementation, and evaluation.

#### 1) Planning

In the study of physical education learning plan documentation, it was revealed that the teacher had included religious values in the competencies to be achieved in learning. In the indicators of learning achievement, the teacher divides four competencies, namely spiritual competence, attitude competency, knowledge competence, and skills competency. Specifically religious values are contained in spiritual competencies, namely:

“Students are always expected to maintain physical fitness. Rasulullah SAW said: the stronger believers are better and are more loved by God than those who are weak.”

#### 2) Implementation

The results of the interview with the teacher resulted in an illustration that in the initial or opening activities there were planting religious values. Educated for time discipline, fosters a sense of responsibility. Furthermore, at the main activities, students are trained to respect the opinions of others, have a concern, sportsmanship, a sense of responsibility, tidiness, and cleanliness. Also, students are also trained to be open and to be honest about the difficulties they encounter when studying either in class or outside the classroom. In the closing activity students return to pray and shake hands.

#### 3) Evaluation

Learning evaluation is carried out by the teacher, namely making an evaluation instrument planned for learning. The teacher revealed that the assessment instrument included cognitive, attitude, skill and spiritual aspects. In the spiritual aspect, the teacher assesses the ability of students to lead prayers before and after lessons, care and sportive.

Furthermore, the results of the study also revealed that teachers use various methods in instilling religious values in physical education learning. Based on the results of the interview, it was obtained an illustration that physical education teachers used exemplary methods, habituation, and storytelling. Exemplary methods are revealed in the teacher's habits in the dressing which covers the genitals. In physical training activities, teachers use clothes that are by

Islamic teachings. Thus students can understand the dressing procedure by Islamic law.

The habituation method was revealed in the habit of praying before and after practice. Also, swimming training activities are carried out by the separation between male students and female students. This effort familiarizes students not to mix in one activity that can cause body contact.

The storytelling method carried out by physical education teachers is by conveying the stories of the prophet according to the contents of the Qur'an in instilling religious values in learning physical education. As revealed by the teacher of Physical Education at SDIT Nurul Fikri Makassar that the method of habituation is one of the methods applied in instilling religious values. For example, the habit of closing our then when they learn swimming all are required to cover their genitals and separate their schedules between *ikhwan* (men) and *akhwat* (women) to teach indirectly to them that men and women should not mix in one activity that can cause body contact.

Exemplary methods are also used in instilling religious values based on the observations of researchers when coming to school. It seems that clerics and *ustadzah* (Muslim women teacher) can be an example for students in terms of attitude and behavior and in terms of appearance in dress, including their discipline which is almost all the teacher is not late even they are in school before students arrive.

The storytelling method is also one of the methods applied by physical education teachers to instill religious values in students. One of the stories told is the story of Prophet Adam, which in the Qur'an is told as the first man. The religious value contained in the story is that humans must obey God's commands. The story was told by the teacher before the training activities began.

### B. Aspects of the aspects of religious values that are instilled in physical education learning

Aspects of the values of Islam that are instilled in learning Physical education includes aspects of faith, worship, and morality. The headmaster of SDIT Nurul Fikri Makassar revealed that the cultivation of the values of faith, worship, and morals is not only taught formally and normatively through the study of aqeedah, morals, and fiqh but also through all subjects with integration methods including education subjects physical.

The results of interviews with physical education teachers revealed that aspects of the faith contained in the learning plan — the activity of reading a prayer before starting learning. Also, when students while playing and practicing, they are taught to say praise words by Islamic teachings. When students successfully put the ball into the goal, they simultaneously say Alhamdulillah. If a student can do a good kick, then they say Subhanallah. This teaching contains the value of aqeedah that every power and ability possessed is a gift from Allah and not merely as a personal ability.

In the aspect of worship, physical education teachers instill discipline in worship. The Principal revealed that it was only praying that all activities both in class and outside the classroom were stopped. All students are directed to

perform ablution and go to *mushallah* (mosque in school) to pray in congregation.

Moral aspects are also part of physical education learning. Separation of swimming training schedules between men and women is a form of behavioral learning that is by Islamic teachings. Also, character learning also appears through the habit of respecting the teacher, respecting friends while playing, and not being rude to other students when there is a mistake in training.

#### IV. DISCUSSION

The teacher is a living model for the students. In planting religious values, the teacher becomes the central model which is an example for students [7]. The planting of Islamic religious values aims to create people who are fearful of Allah and has a noble character [8]. Furthermore, the value of religion which is the basis of life is divided into three aspects, namely morals, aqeedah and worship [9].

Etymologically, morals come from Arabic which means temperament, behavior, or character. Thus in terminology, morality means a person's behavior which is driven by a conscious desire to do a good deed. The moral is a temperament inherent in someone who appears too good behavior. In some references, a person's moral will form a person's character or habits [9]–[11]. Morals contain five characteristics, namely

1. Behavior that is indicated by personality
2. Behavior that arises spontaneously,
3. Behavior that arises from within oneself without any coercion or pressure from outside (on the basis and self-will) without coercion.
4. Behavior that appears naturally without the acting factor,
5. Behavior that is based on sincerity and not to is praised by others.

Aqeedah is a term in Islamic religious education which implies a firm faith in God and all obligations and obedience to Allah's commands. Obedience appears in the habit of performing prayers on time. With the power of belief (*Tawheed*) a person has a strong foundation and directs the actions taken. Worship is a guiding person in serving God. Worship means about activities carried out by humans by being obedient to their creators. With worship, one can draw closer to Him [12].

Various methods of planting values have been introduced by previous authors. Inculcation methods such as exemplary, habituation, and also very useful in instilling religious values for children, habituation methods are very appropriate to be applied in instilling values in physical education learning because something that is often done will be more easily inherent in a child.

The planting of Islamic religious values for elementary school students has a positive power to shape children's

behavior and character. Efforts to encapsulate religious values for students will produce changes that are good for students' habits both in the school environment and in the family environment.

#### V. CONCLUSION

Based on the description of the results of the research and discussion that have been put forward, then conclusions can be drawn as follows:

1. Planting Islamic religious values in learning Physical education in students of SDIT Nurul Fikri Makassar is a planting of Islamic religious values carried out through the learning process including Planning, Implementation, and Evaluation.
2. The method used in embedding Islamic religious values in Penjas learning in students of SDIT Nurul Fikri Makassar is a method of habituation, example, and storytelling.
3. The aspects planted in Physical education learning for students of SDIT Nurul Fikri Makassar include aspects of faith, worship, and morality, all of which will give birth to the values of honesty, justice, responsibility, and sportsmanship

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